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R. H. ECKELBERRY.....*Editor*
J. MACLATCHY.....*Assistant Editor*

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The Status of College Teachers of Education in Ohio

By GEORGE E. DICKSON, RACHEL RICHARDS, AND EARL W. ANDERSON

EARLY in 1955 the National Society of College Teachers of Education initiated a survey of teacher-education personnel in Minnesota, Michigan, Ohio, and Wyoming. A questionnaire prepared by Ruth E. Eckert, of the University of Minnesota, was sent to persons with the rank of instructor or above whose main duty was teaching education courses or administering programs for prospective teachers in colleges approved for the preparation of teachers in the four states. No information was solicited from teachers in laboratory schools or teachers of physical education, home economics, or other academic subjects.

The findings of the Ohio study are reported in this paper. Preliminary reports of the studies made in Michigan and Minnesota are available, one in a national magazine and one in mimeographed form.[1] No report of the Wyoming study has appeared.

Questionnaires were mailed to 335 college teachers of education employed in thirty-six colleges and universities in Ohio. Eleven additional institutions in the state are approved for the education of teachers, but the preliminary information needed before the questionnaires could be sent to individual staff members was not received from these colleges. The thirty-six institutions which responded had graduated 5,030 of 5,542 beginning teachers, 91 per cent of all candidates prepared in Ohio, during the 1954-55 academic year.

The data in the reports of the Michigan and Minnesota studies were tabulated according to the type of institution—publicly or privately supported universities, liberal-arts colleges, teachers' colleges, and junior colleges. A similar scheme was not

[1] Emerich, Paul. "Some Characteristics by Rank of Teachers of Education in Michigan," *History of Education Journal*, VI (Winter, 1955), pp. 182–91; *and* Eckert, Ruth E. "College Teachers of Education in Minnesota." Minneapolis, Minnesota: Bureau of Institutional Research, University of Minnesota, 1956, 22 pp. (Mimeographed).

used in the Ohio study because teachers' colleges and junior colleges are relatively few in Ohio. Of the 335 questionnaires distributed, 228, or 68 per cent, were returned. The total number of respondents included 156 men and 72 women.

The respondents were classified by type of support which their institutions received. The largest number (44 per cent) were employed by state-supported institutions. The four other types of institutions which train teachers in Ohio shared the remaining 56 per cent of the college teachers of education—city or municipally supported, 18 per cent; Protestant affiliated, 19 per cent; Catholic affiliated, 13 per cent; and privately supported, 6 per cent. The following table shows the percentages of men and women employed in the different types of institutions:

	Per Cent	
	Men	Women
State supported	45	42
Supported by a city or municipality	18	17
Affiliated with a Protestant denomination	22	11
Affiliated with the Catholic church	11	18
Privately supported	4	11

Nearly half of the total number of teachers (47 per cent) were between thirty-five and forty-nine years old. Thirty-three per cent were fifty to sixty-four, while 7 per cent were sixty-five or over. Only two per cent were younger than twenty-five.

The Midwest was the birthplace of 62 per cent of the respondents—39 per cent of whom were born in Ohio. Thirty-four per cent named areas in the United States other than the Midwest as their home, and 4 per cent were born in foreign countries.

Sixty-four per cent of the total group (90 per cent of the men and 10 per cent of the women) were married, 3 per cent were either widowed, divorced, or separated, and 32 per cent were single (8 per cent of the men and 85 per cent of the women). Forty-seven per cent of the total group had no children; 34 per cent reported either one or two children, and 17 per cent had three or more.

The educational preparation of these 288 college teachers of education is shown in part by the graduate degrees they held. Fifty-eight per cent of these teachers held Doctors' degrees, 37 per cent had Masters' degrees, and only 4 per cent had no graduate degree. These figures compare favorably with the findings of a recent national survey of full-time instructional staff members in all types of degree-granting institutions. The Research Division of the National Education Association reported

that in the 637 degree-granting institutions surveyed, 41 per cent of the instructional staff had earned the Doctor's degree, 28 per cent held the Master's degree, 31 per cent had spent one year in study beyond the Master's degree, and 10 per cent had less than the first graduate degree.[2] The percentages of these Ohio teachers can be further analyzed: 67 per cent of the men and 39 per cent of the women had Doctors' degrees. More women than men held Masters' degrees in Arts, Science, or Education (54 and 29 per cent, respectively). Only 2 per cent of the men and 7 per cent of the women had no graduate degrees (*see* Table II).

The graduate degrees held by these education teachers were principally granted by Midwestern institutions:

Institutions	Per Cent	
	Men	Women
Ohio State University	28	21
Columbia University	10	22
University of Cincinnati	8	8
Indiana University	5	3
University of Michigan	3	1
University of Minnesota	2	1
Other Midwestern state-supported universities	10	11
Other privately supported universities	24	21
Other publicly supported universities	9	8
No response	2	3

Ohio State University was the most popular choice of the men, Columbia of the women. More graduate degrees were received from publicly supported than from privately supported institutions. Within the successive age groups, 40 per cent of those between the ages of twenty-five and thirty-four had Doctors' or Masters' degrees, as had 62 per cent of those from thirty-five to forty-nine, and 63 per cent of those older than fifty.

The following percentages of these education teachers received their Bachelors' degrees from the specified types of collegiate institutions:

Types of Institutions	Per Cent	
	Men	Women
Universities—		
Publicly supported	37	35
Privately supported	13	19
Liberal-arts colleges—		
Publicly supported	3	1
Privately supported	35	26
Teachers' colleges—		
Publicly supported	11	13
Privately supported	..	6
Other institutions	1	..
No response	1	..

[2] Research Division of the National Education Association, "Instructional Staff Practices and Policies in Degree-Granting Institutions, 1953–54," *Research Bulletin*, XXXII (December, 1954), p. 165.

These teachers have varied undergraduate backgrounds, for 51 per cent received their Bachelors' degrees from universities and 32 per cent were graduated from privately supported liberal-arts colleges. A surprisingly small number of them have degrees from teachers' colleges. The ages of the group surveyed suggest that the majority received their Bachelors' degrees prior to 1940, which was the case with 74 per cent of the men and 77 per cent of the women responding. Their major fields of undergraduate study were:

Fields of Study	Per Cent	
	Men	Women
Education	23	44
Social science	33	17
English, speech, or journalism	17	22
Physical science	23	4
Biological science	6	1
Foreign language	6	10
Music or art	5	3
Other fields	15	18
No response	1	..

The majority of the men majored in the social sciences, education, physical sciences, and English and speech. Women were noticeably not so interested or prepared in the physical, biological, and social sciences as men. The men seem to possess more inclusive undergraduate preparation than do the women.

Many college teachers of education serve a rather long apprenticeship in elementary or secondary schools. The years of experience in the lower schools reported by these Ohio teachers were classified as follows:

Years of Experience	Per Cent		Years of Experience	Per Cent	
	Men	Women		Men	Women
None	5	8	11–15	17	22
One	5	4	16–25	13	21
2–3	13	10	More than 25	3	6
4–5	20	7	No response	1	..
6–10	24	22			

The average of the men was 7 years and of the women about 10 years. Seventy-one per cent of the women and 58 per cent of the men had served 6 years or more in the types of teaching positions for which they now are preparing students. Only 6 per cent of all college teachers of education had no elementary- or secondary-school experience. The data in the table just given was similar to the information gathered in the Minnesota and Michigan studies. The general practice of requiring two years or more of public- or private-school teaching before appointment to

positions in colleges of education was confirmed by the facts summarized in these reports.

The activities in which these college teachers gained experience varied from those of nursery-school teacher to those of school superintendent:

Types of Positions	Per Cent Men	Per Cent Women
Teacher—		
Nursery school or kindergarten	1	19
Grades I–VI	34	60
Grades VII–IX	62	42
Grades X–XII	72	35
School counselor	11	4
Principal—		
Elementary school	17	24
Secondary school	35	7
Superintendent or assistant superintendent	23	..
Other administrative positions	21	26
None of those already mentioned	3	8

More than half of all respondents gained experience by teaching in junior and senior high schools. Forty-one per cent reported elementary-school teaching. Men tended to report experience in secondary schools and women in elementary schools. Administrative experience was reported by a greater percentage of men than of women. Thus, the experience of the women prior to college teaching generally prepared them for the education of the elementary-school teacher; that of the men enabled them to assist in the education of secondary-school teachers and school administrators.

The teachers also had taught in college. The median years of service—10 years—was close to the medians—9.5 and 9.6 years of college experience—reported in the Minnesota and Michigan studies, respectively. Women teachers in Ohio with a median of 12 years reported a greater number of years of college service than did the men—median 9 years. The years of college teaching reported by these education teachers are classified as follows:

Years of Service	Per Cent Men	Per Cent Women	Years of Service	Per Cent Men	Per Cent Women
Less than one year	3	4	18–23	10	11
1–2	5	3	24–29	11	18
3–5	20	15	More than 30	8	6
6–11	32	26	No response	1	..
12–17	10	17			

Usually college teachers of education in Ohio had served in more than one college program; they reported experience in publicly supported universities, privately supported liberal-arts colleges, privately supported universities, and publicly supported

teachers' colleges. The preponderance of publicly supported universities in Ohio, the lack of publicly supported teachers' colleges plus the fact that almost 40 per cent of all Ohio college teachers of education were Ohioans by birth affected the percentages given here. Sixty-four per cent of all respondents had served in publicly supported universities and only 22 per cent in publicly supported teachers' colleges. Experience in junior-college teaching was small. However, one-fourth had served in privately supported universities and more than one-third had been associated with privately supported liberal-arts colleges. A larger percentage of men than women had served in privately supported universities; in the corresponding percentages for privately supported liberal-arts colleges the women held a slight advantage. A comparison of faculty service in higher institutions with that of the Minnesota study revealed one definite difference: Minnesota reported 49 per cent of their education staff had taught in teachers' colleges as compared with 22 per cent of those in Ohio.

TABLE I

ACADEMIC RANK OF COLLEGE TEACHERS OF EDUCATION

ACADEMIC RANK	NUMBER*	PER CENT OF COLLEGE TEACHERS OF EDUCATION		
		Total	Men	Women
(1)	(2)	(3)	(4)	(5)
Professor	74	32	35	26
Associate professor	64	28	29	26
Assistant professor	48	21	18	28
Instructor	35	15	15	15
Rank not used	4	2	2	1
Other	3	1	1	3
Total	228	99	100	99

* In this group there were 156 men (68 per cent) and 72 women (32 per cent). The percentages in Columns 4 and 5 are computed using these numbers.

THE numerical distribution of the 228 teachers of education and the percentage distributions of the whole group, of 156 men teachers and of 72 women teachers, classified according to academic rank are given in Table I. Since 60 per cent of all respondents hold the ranks of professor and associate professor—one-third hold the rank of professor—the distribution is overbalanced at the top (*see* Column 3, Table I). A higher percentage of men than of women attained the two highest ranks. Only 15 per cent of all the respondents hold the rank of instructor. The

TABLE II

A PERCENTAGE SUMMARY OF THE AGES, HIGHEST DEGREES, TYPES OF EXPERIENCE, SEX, AND ACADEMIC RANKS OF THE OHIO TEACHERS OF EDUCATION

	SEX		ACADEMIC RANK*			
	Men	Women	Professors	Assoc. Prof.	Asst. Prof.	Instructors
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	AGE					
Younger than 25	1	4	1	.....	.....	9
26–34	14	4	.....	2	19	43
35–49	49	44	32	61	58	37
50–64	28	43	53	31	21	11
Sixty-five or older	8	4	13	6	2	.....
	HIGHEST ACADEMIC DEGREE HELD					
Ph.D. or Ed.D.	67	39	85	63	50	9
M.A., M.S., or Ed.M.	29	54	14	36	46	74
Other degrees	1	.....	.....	.....	.....	6
No graduate degree	2	7	1	2	4	11
	TYPE OF EDUCATIONAL EXPERIENCE†					
Universities—						
Publicly supported	69	54	69	58	67	71
Privately supported	29	11	28	31	17	14
Liberal-arts colleges—						
Publicly supported	8	8	15	6	4	.....
Privately supported	34	36	45	38	35	11
Teachers' colleges—						
Publicly supported	24	22	31	28	17	9
Privately supported	6	9	12	2	4	9
Junior colleges—						
Publicly supported	3	3	1	8	6	3
Privately supported	6	6	8	5	8	.....

* In the percentages of academic rank 4 persons with "no rank" and 3 persons designated as "others" are omitted.

† Four per cent of the whole group (3 per cent of the men and 4 per cent of the women) are employed in institutions of higher education which do not conveniently fall within the classification used in this table. These institutions are designated as "others," and they employ 7 per cent of the professors, 5 per cent of the associate professors, and 4 per cent of the assistant professors.

distribution is not unexpected when one considers the average age and the years of experience of the education teachers. The demand for such personnel coupled with the fact that few institutions secured the services of a Ph.D. at lower than the rank of assistant professor further tended to drive upward the rank available and offered.

Table II shows that a definite relationship existed for Ohio college teachers of education between their academic rank and age. Fifty-three per cent of all full professors were between the

ages of fifty and sixty-four and 13 per cent were over sixty-five. Associate professors tended to fall mainly within the thirty-five and sixty-four age brackets, but 61 per cent were in the younger age grouping (35-49). The pattern for assistant professors was somewhat similar with 58 per cent in the thirty-five to forty-nine age group, but almost one-fifth of all assistant professors were from twenty-six to thirty-four years of age. Instructors, as a group, tended to be younger than the other ranks with 43 per cent of their number falling in the twenty-six to thirty-four bracket.

Among the professors 85 per cent had obtained the doctorate; only 50 per cent of the assistant professors and 9 per cent of the instructors held this degree according to the second section of the table. Members of the two highest ranks tended to hold the higher degree; those in the two lower ranks, especially instructors, held Masters' degrees. Again, a relationship existed in Ohio institutions between rank and degree held.

The relation of academic rank to the types of higher institutions served by college teachers of education is shown in the lower part of Table II. Generally, the teachers holding the higher ranks had served in more types of institutions, with the privately supported universities, liberal-arts colleges, and publicly supported universities accounting for the majority. The instructors, the only group that did not conform to this pattern, mainly served in publicly supported universities.

THE courses offered by the college teachers of education varied for individual staff members; the majority concentrated in general theory and practice of teaching and methods in some academic fields. One-third were engaged in teaching educational psychology, while about one-fourth taught curriculum courses, educational administration, and history and philosophy of education. A higher percentage of women than of men was engaged in basic methods, materials, curriculum, and child-development courses. Men were more active than the women in teaching educational administration, history and philosophy of education, and student personnel. These findings tend to confirm the popular belief that women instructors are more suited, by preparation and experience, to teaching methods and child-development courses than men.

The types of educational workers trained were mainly second-

TABLE III

COURSES TAUGHT AND THE TYPES OF FUTURE WORKERS IN EDUCATION TRAINED BY THE OHIO COLLEGE TEACHERS OF EDUCATION

	Sex		Academic Rank*			
	Men	Women	Profes-sors	Assoc. Prof.	Asst. Prof.	Instruc-tors
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	Courses Offered					
Theory and practice of teaching	49	62	53	58	56	40
Methods in academic fields	39	68	31	52	71	49
Educational psychology	30	36	32	34	38	20
Curriculum	26	32	32	28	31	14
Educational administration	31	13	34	31	15	11
History and philosophy of education	26	17	28	22	23	14
Special fields	19	26	18	23	21	26
Student personnel	15	8	12	17	17	3
Educational sociology	4	6	5	3	8	.....
	Types of Educational Workers Instructed†					
Secondary-school	85	38	77	73	60	63
Elementary-school	55	79	58	70	69	51
Nursery-kindergarten	21	53	34	33	25	31
Special	17	22	18	20	17	23
College	25	6	26	14	23	11

* In the percentages of academic rank 4 persons with "no rank" and 3 persons designated as "others" are omitted.

† In addition to the types listed in the table, the Ohio college teachers also instruct the following:

	Per Cent			Per Cent	
	Men	Women		Men	Women
School administrators	60	25	Librarians	6	1
Counselors	8	1	Research officers	6	..
Specialists in measurement	6	4	Other positions	8	7

ary-school instructors, elementary-school teachers, and school administrators as presented in the lower part of Table III. One-half or more members of the group surveyed reported this activity as their major business in teacher education. The fact that 70 per cent of the total group were engaged in preparing secondary-school teachers consistently follows the information revealed in previous tables concerning prior experience which was predominantly in secondary education. Teaching assignments did not tend to specialization for many education teachers, particularly those in small institutions where typically two or three staff members taught all the courses provided for prospective teachers. The training efforts of men tended to center in the areas of secondary

education, school administration, and college teaching. Women were more active in the preparation of elementary-school and nursery-kindergarten teachers. Men, apparently, were also more active in the preparation of educational specialists than women according to the percentages given in the footnote following Table III.

Some teaching patterns were revealed for the various academic ranks when comparisons were made with the course work offered by education professors. Full professors tended to have greater responsibility than teachers in other ranks for courses dealing with curriculum, educational administration, and educational history and philosophy. Associate professors did not seem to have primary responsibility for any single area but were extremely active in theory and practice of teaching, methods courses, curriculum, educational administration, special fields, educational psychology, and educational history and philosophy. Assistant professors seemed to have much responsibility for methods work and courses in educational psychology. The principal activities of instructors dealt with theory and practice of teaching, methods and courses in special fields. An examination of Table III will also reveal that members of no rank had an exclusive interest in any academic area and that many college teachers of education were busy with every aspect of the curriculum.

No definite relationship between academic rank and certain types of teacher preparation is revealed in the lower rows of Table III. Members of all academic ranks had obligations in the preparation of secondary- and elementary-school teachers, and other education trainees. Professors and associate professors did tend to show slightly more activity than those in the two lower ranks in preparing secondary-school teachers, although associate and assistant professors had more responsibility than those in the remaining ranks for the education of elementary-school teachers. Otherwise, college teachers of education, regardless of academic rank, were involved in the total job of teacher education.

The distribution of time spent by these faculty members on various professional duties and activities is reported in Tables IV and V by rank and sex. On the average, two-thirds of the total professional time of such teachers was spent in teaching and preparation for teaching. The remaining percentage is divided as

follows: 15 per cent in counseling students, 9 per cent on committees and administrative services, 6 per cent in off-campus educational services, and 5 per cent in research and writing. These average percentages are similar to those in the Minnesota and Michigan studies where the highest and lowest percentages of professional activity were 62.3 and 63.1 devoted to teaching, and 5.1 and 5.3 to research, respectively.

No great differences in the professional activities of men and women appeared in the percentages of time spent in the five activities just listed except in the area of research and writing (*see* Table V). Here 26 per cent of the men spent ten per cent or more of their time on this activity, 55 per cent spent less than ten per

TABLE IV

PERCENTAGE OF TIME SPENT IN TEACHING AND PREPARATION FOR TEACHING

PERCENTAGE OF TIME	SEX		ACADEMIC RANK*			
	Men	Women	Professors	Assoc. Prof.	Asst. Prof.	Instructors
(1)	(2)	(3)	(4)	(5)	(6)	(7)
100	7	8	5	6	8	11
90–99	8	11	5	13	13	6
80–89	12	18	8	14	25	11
60–79	29	29	23	34	31	31
40–59	24	21	24	16	19	34
20–39	11	8	18	14	2	3
10–19	4	3	5	3	.....	3
1– 9	2	1	4	.....	.....	.....
No time	2	.....	3	.....	2	.....

* In the percentages of academic rank 4 persons with "no rank" and 3 persons designated as "other" are omitted.

cent of their time, and 15 per cent spent no time on research and writing. Only 10 per cent of the women spent more than ten per cent of their time on research and writing, 50 per cent spent less than ten per cent, and 26 per cent spent no time. These sex related differences are not great but are the only ones apparent.

The relation of academic rank to the five types of professional activities given in these tables show differences for various professorial groups. Forty-one per cent of full professors claimed that sixty per cent or more of their time was devoted to teaching and preparation for teaching. The same percentage of time was similarly used by 67 per cent of the associate professors, 77 per cent of the assistant professors, and 59 per cent of the instructors. When the time spent in counseling students was compared with academic rank, differences were again apparent. The professors spent

TABLE V

PERCENTAGES OF TIME SPENT IN VARIOUS PROFESSIONAL DUTIES OTHER THAN TEACHING

PERCENTAGE OF TIME†	SEX		ACADEMIC RANK*			
	Men	Women	Profes-sors	Assoc. Prof.	Asst. Prof.	Instruc-tors
(1)	(2)	(3)	(4)	(5)	(6)	(7)
	COUNSELING STUDENTS					
40–59	7	1	5	11	2	.....
20–39	19	32	31	16	13	31
10–19	38	31	31	48	44	20
1– 9	26	26	24	16	35	31
No time	4	.....	.....	2	2	11
	COMMITTEES, CONFERENCES, ADMINISTRATIVE SERVICES					
40–59	4	4	7	5	2	3
20–39	10	18	18	11	10	16
10–19	28	24	32	28	21	23
1– 9	51	43	34	48	60	60
No time	1	1	.....	2	.....	6
	RESEARCH AND WRITING					
40–59	3	1	1	5	2	.....
20–39	3	1	3	3	.....	6
10–19	20	6	18	16	8	17
1– 9	55	50	54	47	58	57
No time	15	26	18	20	21	14
	OFF-CAMPUS EDUCATIONAL SERVICES					
40–59	4	.....	4	5	.....	.....
20–39	5	4	4	5	6	3
10–19	13	10	16	8	15	9
1– 9	53	53	54	58	56	37
No time	13	17	14	9	10	31

* In the percentages of academic rank 4 persons with "no rank" and 3 persons designated as "others" are omitted.

† The percentages of the various groups in this study that gave sixty per cent or more time to one type of activity are small: one per cent (3 per cent of the associate professors and 3 per cent of the instructors) to counseling; two per cent (3 per cent each of professors and of associate professors) to committee, conferences, and administration; and 6 per cent (7 per cent of the associate professors, 8 per cent of the assistant professors, and 16 per cent of the instructors) to off-campus activities.

more time on this activity than did those in most other ranks. Table V shows the percentages of each rank that spent beyond ten per cent of the total time available in counseling were 68, 78, 59, and 54, respectively, for the ranks of professor, associate professor, assistant professor, and instructor. A further analysis of percentages in the successive parts of the table reveals that full professors, the older and more highly paid, were frequently occupied with committees, conferences, and administrative activities. For ex-

ample, 61 per cent of the full professors claimed that more than ten per cent of their time was spent in this fashion. On the other hand, 50 per cent of the associates, 60 per cent of the assistants, and 66 per cent of all instructors indicated less than ten per cent of their time was so occupied. Finally, the percentage of time spent by all academic ranks in research, writing, and off-campus educational services tends to be similar, with no college teacher of education devoting much time to these activities.

TABLE VI

SALARIES OF OHIO COLLEGE TEACHERS OF EDUCATION FOR 1954-1955*

SALARY‡	SEX		ACADEMIC RANK†			
	Men	Women	Profes-sors	Assoc. Prof.	Asst. Prof.	Instruc-tors
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Below $3,000	1	3	.....	.....	4	3
$3,000–3,999	7	11	3	2	6	34
4,000–4,999	15	19	14	9	29	23
5,000–5,999	19	26	9	33	27	14
6,000–6,999	15	10	9	20	10	14
7,000–7,999	19	10	18	23	15	.....
8,000–8,999	12	1	22	5	2	.....
$9,000–plus	9	3	20	2	.....	.....

* Salaries were paid on the academic- or calendar-year basis, but in either case the figures represent a 12-month income.

† In the percentages of academic rank 4 persons with "no rank" and 3 persons designated as "others" are omitted.

‡ The question regarding salary could not be answered by 8 per cent (4 per cent of the men and 11 per cent of the women) of the group surveyed. This percentage included 5 per cent of the full professors, 6 per cent of the associate professors, 6 per cent of the assistant professors, and 12 per cent of the instructors.

THE salaries of college teachers of education for the year 1954–55 (September 1, 1954–August 31, 1955) are reported in Table VI. Salaries were paid in varying arrangements: 26 per cent were based on the academic year, 35 per cent on the academic year plus summer session, 32 per cent on the calendar year, and 8 per cent did not answer the question. The salaries ranged from less than $3,000 to $9,000 and above. In general, the typical salary was quite modest with the median salary being $6,166. Sixty per cent received less than $7,000. When it is recalled that two-thirds of the respondents were reporting salaries for twelve months, the figures just given are not large. Ohio's median of $6,166 was slightly above Minnesota's $6,000, but lagged far behind Michigan's average which was $7,487. Men tended to receive approximately $1,000 a year more than the women, the median salary for men being $6,533 and that for women $5,550.

A definite relation existed between rank and salary with the lowest rank receiving the smallest salaries and the highest rank the largest. Sixty per cent of all full professors received $7,000 or more with one-fifth getting over $9,000. However, one-fourth of this group made less than $6,000 per year. Only 30 per cent of the associate professors and 17 per cent of the assistant professors received $7,000 or more. The top salary for instructors was between $6,000 and $7,000. Sixty per cent of the instructors made less than $5,000. Sixty-six per cent of the assistant professors and 44 per cent of the associate professors received less than $6,000. The median salaries for the four ranks were: professor, $7,100; associate professor, $6,200; assistant professor, $5,400; and instructor, $4,375.

Comparisons made between the types of institutions in which college teachers of education were employed, the degrees they held, and the salaries they received are reported in Table VII. The median salary for the state-supported institutions was the highest, $7,083, while that of the privately supported colleges, $4,857, was the lowest. The schools supported by Protestant churches had a salary midpoint of $4,875; municipally operated colleges or universities were better off with a median salary of $5,600. All types of colleges and universities need to increase the amounts they pay to faculty members if competent teachers are to be attracted and retained in Ohio higher institutions. The value of the doctorate in terms of salary is well illustrated in Table VII. College teachers of education holding the Ph.D. or Ed.D. received a median salary of $7,035; those holding the Master's degree were only able to command a median salary of $4,963, and those having no advanced degree were paid an average of $3,750.

It should be noted that the salaries of public-school teachers and administrators in Ohio tended to compare favorably with the median salaries quoted for college personnel where educational preparation was similar. A report issued by the Ohio Education Association for 1954–55 gave the following figures concerning teachers' salaries in all school districts. The salaries ranged from $2,000–$7,899 for elementary-school teachers and from $2,000–$8,699 for high-school teachers. The median salary paid elementary-school teachers was $3,687; high-school teachers received a median salary of $4,173. When only city districts were considered, these medians increased to $4,142 and $4,864 for elementary- and high-school teachers, respectively.[3] The salaries of public-school ad-

[3] Research Division, Ohio Education Association. *Survey of Teachers' Salaries in Ohio, 1954–55.* Columbus, Ohio: Ohio Education Association, 1955, pp. 37–38. (Research Report, Vol. IX, No. 1).

TABLE VII

Salaries of Ohio College Teachers of Education Classified According to Academic Degrees and Types of Institutional Support

	Salaries							
	Below $3,000	$3,000–$3,999	$4,000–$4,999	$5,000–$5,999	$6,000–$6,999	$7,000–$7,999	$8,000–$8,999	$9,000–plus
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Classified According to Highest Academic Degree							
Ph.D. or Ed.D.	.....	2	7	25	14	23	14	13
M.A., M.S., or Ed.M.	4	14	34	21	11	9	4	.....
Other advanced degrees	.....	50	50	.....	.....	.....	.....	.....
No graduate degree	.....	57	14	.....	29	.....	.....	.....
	Classified by Type of Institutional Support*							
State supported	.....	8	4	18	18	24	16	13
Municipality supported	.....	10	23	25	20	10	8	5
Affiliated with a Protestant denomination	7	9	37	30	2	9	2	.....
Affiliated with the Catholic church	.....	7	7	13	3	10	.....	3
Privately supported	.....	7	50	21	14	7	.....	.....

* The question regarding salary was not replied to by 56 per cent of the institutions affiliated with the Catholic church and 2 per cent with Protestant Churches. These included 3 per cent of the teachers holding the Doctor's degree and 4 per cent with the Master's degree.

ministrative officers during the same period showed the following averages: city superintendents, $9,421 and all superintendents, $7,896; city high-school principals, $6,992 and all high-school principals, $6,613; city elementary-school principals, $6,305 and all elementary-school principals, $6,015.[4] When the reader considers that college teachers of education are expected to have considerable common-school experience and that the doctorate is much rarer among public-school personnel than within college faculty groups, it seems evident that for equal experience and preparation public-school teachers and administrators are receiving higher salaries and that the public schools are in a better competitive position for available talent than higher institutions. All superintendents of school work eleven months; the data for this study showed that 74 per cent of the college teachers of education were paid for more than nine months of service. Public-school salaries have continued to climb rapidly under the new Ohio foundation program since 1955. A study of salaried groups from 1939–55 in terms of "real" income (constant purchasing power as represented by 1939 dollars), made by the American Association of University Professors, reported a 3-per cent increase in the salaries of state university faculties, although salaries for public-school employees increased slightly more than 33 per cent.[5] If this condition persists, it will result in higher institutions losing future educational leadership to elementary and secondary schools.

THE desirability, need, and professional advantage of scholarly publication is an avowed belief of higher institutions of learning as shown by the volume of articles which appear in various journals and the number of professional books available. The numbers of published articles and books show that many of the college teachers of education were giving little time to writing:

	Per Cent	
Articles—	Men	Women
None	39	56
1– 3	31	25
4– 6	12	4
7– 9	7	1
10–12	2	4
13–15	2	..
16–18	2	..
19–21	2	1
22–24	..	1
More than 24	1	..
Books—		
None	81	89
One	10	4
Two	2	..
Three	1	..
Four or more	2	..

[4] These figures were reported in a telephone conversation with the Research Division, Ohio Education Association, on March 25, 1957.

[5] Committee on Salary Study of the American Association of University Professors and Council of the State Universities of Ohio. "Salaries and Economic Welfare in the State Universities of Ohio." October, 1956, pp. 5–7.

TABLE VIII

A PERCENTAGE DISTRIBUTION OF THE ARTICLES WRITTEN BY THE COLLEGE TEACHERS OF EDUCATION CLASSIFIED BY THEIR AGES, DEGREES, AND INSTITUTIONAL EMPLOYMENT

	NUMBER OF ARTICLES PUBLISHED									
	None	1–3	4–6	7–9	10–12	13–15	16–18	19–21	22–24	More than 24
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
	AGE									
Younger than 25	100	.....	.....	.....	.....	.....	.....	.....	.....	.....
25–34	64	24	8	4	.....	.....	.....	.....	.....	.....
35–49	43	29	11	7	1	1	3	2	1	1
50–64	36	32	9	4	7	3	.....	3	.....	1
65 or older	47	27	.....	.....	.....	.....	.....	.....	.....	.....
	HIGHEST ACADEMIC DEGREE HELD									
Ph.D. or Ed.D.	29	34	15	8	3	2	2	3	1	1
M.A., M.S., Ed.M.	62	24	1	2	2	.....	.....	.....	.....	1
Other advanced degrees	100	.....	.....	.....	.....	.....	.....	.....	.....	.....
No graduate degree	88	12	.....	.....	.....	.....	.....	.....	.....	.....
	TYPE OF INSTITUTION EMPLOYED IN									
State supported	31	35	13	7	3	1	2	4	1	.....
Municipality supported	45	33	5	3	5	3	.....	.....	.....	5
Affiliated with a Protestant denomination	61	20	2	6	2	2	.....	.....	.....	.....
Affiliated with the Catholic church	60	17	10	7	.....	.....	3	.....	.....	.....
Privately supported	50	29	14	.....	.....	.....	.....	.....	.....	.....

Apparently only a limited number of the teachers of education of Ohio spent time and effort on writing for publication. Forty-four per cent (39 per cent of the men and 56 per cent of the women) produced no magazine article during the five years from January, 1949, through December, 1954. Eighty-three per cent (81 per cent of the men and 89 per cent of the women) had written no books. Men appeared more active than women, for 28 per cent and 11 per cent, respectively, were the authors of four or more articles. A like contrast was apparent in book production. This table clearly shows that the greater part of the writing of college teachers of education was done by a small, expressive minority.

According to the percentages given in the first section of Table VIII, age appeared a factor in article publication. Between the ages of thirty-five and forty-nine 56 per cent of these teachers wrote; those in the next age group were even slightly more energetic. No article was reported by any person under twenty-five, but one-fourth of those over sixty-five had written one to three articles during the period. The productiveness of these teachers of education did not slow down after fifty.

The higher the degree held the more writing was reported. Sixty-eight per cent of those holding the doctorate were active contributors to professional journals; only 30 per cent of those with the Master's degree made similar effort (*see* Table VIII).

The teachers of education employed by publicly supported state and municipal colleges or universities were most active in publishing articles: the percentages were 65 and 54, respectively. For the privately supported institutions the percentages ranged from 32 to 43 per cent. The pressure for publication seems to reside more in the larger state-supported universities than any other type of higher institution in Ohio.

The findings in the previous comparisons which tended toward increased publishing activity with older ages, higher degrees, and larger institutions held strikingly true when the percentages were reckoned according to the salaries of the teachers. With only slight deviation at the $7,000–$7,999 level, the percentage of persons engaged in professional writing increased with each succeeding salary level from $5,000. The total percentages of publication activity for the eight salary brackets shown in Table IX were 0, 37, 37, 47, 63, 54, 75, and 87, respectively. Obviously, professional writing had much to do with promotion and the salary attained by education staff members, or those who are paid more tend to be more productive.

TABLE IX

PERCENTAGE DISTRIBUTION OF ARTICLES PUBLISHED DURING THE FIVE-YEAR PERIOD AND OF MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS CLASSIFIED ACCORDING TO THE SALARIES RECEIVED BY OHIO COLLEGE TEACHERS OF EDUCATION

	Salaries Received							
	Below $3,000	$3,000–$3,999	$4,000–$4,999	$5,000–$5,999	$6,000–$6,999	$7,000–$7,999	$8,000–$8,999	$9,000–plus
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Articles Published*							
None	100	63	53	48	37	44	20	13
1– 3	.....	32	32	27	27	31	45	25
4– 6	.....	.....	5	6	10	11	15	25
7– 9	.....	.....	.....	6	7	6	10	6
10–12	.....	5	.....	2	10	3	.....	.....
13–15	.....	.....	.....	2	3	.....	.....	6
16–18	.....	.....	.....	2	.....	3	.....	6
19–21	.....	.....	.....	2	3	.....	.....	13
22–24	.....	.....	.....	.....	.....	.....	5	.....
More than 24	.....	.....	.....	.....	3	.....	.....	6
	Membership in Professional Organizations†							
N.E.A.	29	32	29	25	28	24	25	23
A.A.U.P.	14	14	16	16	19	20	19	18
Phi Delta Kappa	.....	18	14	12	17	13	18	18
A.S.T.	14	9	14	11	10	6	7	5
N.S.S.E.	.....	7	7	6	4	12	11	10
N.S.C.T.E.	.....	.....	5	6	4	6	5	11
A.E.R.A.	.....	.....	.....	2	1	6	4	6
Pi Lambda Theta	.....	2	2	5	2	3	.....	.....
Other organizations	43	18	14	15	14	9	11	10

* Eighteen teachers did not reply to these combined questions.
† Twenty-five teachers did not reply to these combined questions.

THE National Education Association and the American Association of University Professors are the only two professional organizations to which more than half of these teachers belonged. The percentages in the following table indicate that membership in many organizations rather than in a few was the rule:

	Per Cent*	
	Men	Women
National Education Association	79	75
American Association of University Professors	50	53
Phi Delta Kappa	62	..
Association for Student Teaching	24	39
National Society for the Study of Education	28	15
National Society of College Teachers of Education	17	17
American Educational Research Association	10	6
Pi Lambda Theta	..	24
Other educational associations	38	46

* Two per cent of the teachers belong to none of these organizations, and 2 per cent did not reply to this question.

Although nearly 30 per cent of the teachers are members of the Association for Student Teaching, only 17 per cent belong to the National Society of College Teachers of Education. The percentage of the men belonging to Phi Delta Kappa, the educational honorary fraternity, is larger than the percentage of women belonging to Pi Lambda Theta.

A further comparison of professional organization affiliation with salary received indicated some interesting membership patterns which can be seen in the lower section of Table IX. All salary groups tended to support the National Education Association: from one-fourth to one-third of the teachers in each salary level belonged. Nearly the same situation existed for the American Association of University Professors and Phi Delta Kappa with memberships of one-sixth and one-fifth of each salary group, respectively. The Association for Student Teaching, however, tended to be an organization more popular with those earning less than $7,000, while the other organizations listed were those joined mainly by the education teachers earning more.

THE final items considered in this report are related to the activities of these college teachers of education in school programs beyond pre-service teacher preparation. The percentages in the following table report this:

	Per Cent	
	Men	Women
Teaching college classes for in-service teachers and administrators	49	65
Supervising student teaching in schools beyond campus	46	58

	Per Cent	
	Men	Women
Serving as consultant to elementary and secondary schools	38	28
Active in Parent Teacher Association or other parent-teacher groups	16	17
Teaching elementary or secondary classes	6	8
Members of Citizens' Commission for Public Schools or similar organization	7	3
Serve on school board	1	1
Other service	10	7

The three activities having the greatest percentages of faculty participation were teaching in-service courses for elementary- and secondary-school teachers and administrators, supervising student teaching in schools outside campus, and acting as consultants to elementary and secondary schools. Men were more active in the first and third relationships with school programs, although women were slightly more active in supervising student teaching beyond campus. In no case were large numbers of education teachers involved in these activities: approximately half, and usually more, of the college teachers of education did not take part in various activities relating to elementary- and secondary-school programs.

The findings summarized in this report concerning the status of college teachers of education in Ohio yield some general conclusions. From the data presented which seem significant, the composite picture of the "average college professor of education" emerges as he or she existed in Ohio colleges and universities in 1954-55. The college teacher of education in Ohio, in two chances out of three, was a man who was in his mid-forties, married, and had one or two children. He was born in the Midwest, and he had been employed in one of the state or municipally operated institutions for ten years.

As a group, the Ohio college teachers of education were better prepared in terms of academic training (degrees held) than the general population of college or university instructors regardless of rank or department, and far better prepared in terms of a considerable amount of prior experience in elementary and secondary schools which they brought to their higher education responsibilities. However, such education and experience had been mainly acquired in institutions and schools in Ohio or the Midwest which resulted in the somewhat ingrown preparation of Ohio education teachers. Experience in teachers' colleges or junior colleges was not common since Ohio has none of the

former institutions and few of the latter. Finally, the years of preparation and experience outside colleges and universities probably meant that members of the group tended to enter college teaching later in life than did those in other groups. The present difficulty in employing adequate education staffs is partially explained, and consideration must be given to reducing the apprenticeship period for the teachers of teachers. Differences existed between men and women college teachers of education: the men generally were better qualified academically, had a better rounded experience in education, enjoyed more diverse teaching activities, had higher rank, and were better paid.

The higher the academic rank which the college teachers of education had attained the greater were their educational qualifications, publication efforts, and administrative and college committee responsibilities. Although all teachers of education were active in every aspect of the teacher-education program, they spent more time teaching and preparing for their classes than they spent in any other type of professional activity. A complete analysis of this effort would make an interesting study considering the frequent complaints leveled at education courses questioning their content, repetition, and usefulness.

Salaries of Ohio college teachers of education were definitely lower than those of their fellow faculty members in the neighboring state of Michigan. The Ohio colleges and universities were not in an advantageous position to compete for talent with the public schools because of the low salaries they paid. Obviously, better salaries are needed to attract the competence required on education faculties in the years ahead. Research and writing reported by the Ohio college teachers of education was done by a minority. However, those receiving the largest salaries tended to publish the most—a fact which points to the apparent importance of these activities when persons were considered for promotion and salary increases.

This report on the status of college teachers of education is both encouraging and disappointing. There is much to be proud of in the professional preparation of these teachers and their intense preoccupation with their work. They measure up fairly well with members of other teaching groups when judged by general facts. More time must be found for widening the scope of the activities of college teachers of education beyond their

[*Continued on page 272*]

In-Service Improvement of School Bulletin Boards

By JOSEPH A. DORFF

The following article is submitted as an example of a reasonably successful attempt by a secondary-school principal to use his staff meetings as a means to in-service teacher improvement in his own school. Too many such meetings have been devoted to the reading of announcements or directions and to routine discussion of professionally unimportant matters.

Mr. Dorff's article gives evidence that a professional approach to staff improvement is possible. And he shows that systematic and sympathetic follow-up to the stimulation afforded by the meeting may have very rewarding results. What he is in the process of achieving in respect to bulletin-board improvement throughout his school can, of course, also be achieved in connection with any type of worth-while educational material. It is, of course, wise in any program of this type inaugurated by the principal to follow the wishes of the staff members as to particular points of emphasis during any given year. If they can feel that they are being helped and that they are growing along lines they respect, the general level of instruction throughout the school can be perceptibly raised.

NORMAN WOELFEL

In many schools the bulletin board has been pushed into the background by the more spectacular types of teaching aids such as the motion picture and the film strip. Since many teachers are using many films and film strips in connection with their class work, they have lost their enthusiasm for more familiar aids. This is not to say that films and related materials are not valuable teaching aids, but only that the bulletin board, an established and time-tested teaching device, is often neglected.

The writer recently initiated an in-service educational project in which he led the staff of his school in an evaluation of their use of bulletin boards. He hoped thereby to stimulate interest in devising more effective displays and arrangements. He was

acutely sensitive to the criticisms currently being made of in-service efforts, such as the following:

> Far more attention has been devoted to developing and conducting in-service training programs in school systems than has been given to measuring their effectiveness. In fact, appraisals have generally been confined to seeking the opinions of teachers and administrators as to how valuable they believed the programs to be. Admittedly, these opinions are useful; but they fail to provide objective evidence of professional development in the teaching staff or of changes in the instructional program of a school as a result of in-service training. Without such evidence, administrators and their staffs are never certain that the outcomes of such training justify the investment of time and money that is made.[1]

To guard against just such an eventuality, the author proposed to initiate the project through staff meetings and to collect evidence, objective or subjective, showing the extent to which the staff had been stimulated to devise more effective bulletin boards.

DURING the first staff meeting of the year, the writer explained the project, referring to the mimeographed booklet "How to Keep Your Bulletin Board Alive," prepared by the staff of the Teaching Aids Laboratory, Ohio State University. The following questions which had been distributed to the teachers guided the general discussion:

1. How important is the bulletin board as a teaching device?
2. Are we, as a staff, using bulletin boards effectively?
3. What can we do as a faculty to encourage or stimulate proper use of bulletin boards?
4. Can bulletin boards in our school be classified by types? If so, how would you classify them?
5. What suggestions do you have for more effective use of bulletin boards in your teaching field?
6. How can we gain respect for bulletin boards in our corridors?
7. What can be done about responsibility for bulletin boards in halls and corridors?
8. How can students be used in planning and executing bulletin-board projects?
9. What suggestions might we make as a staff regarding bulletin boards for our new senior high school?

[1] Heywood, Stanley J. "In-Service Training Programs Can Be Evaluated," *Administrator's Notebook* (Midwest Administration Center), III (November, 1954), no page numbers.

During the discussion in this first meeting, most of the staff members admitted that they were not using the bulletin board, and several testified that bulletin boards in their classrooms became crowded, lacked unity, and too often contained obsolete, or "fill" materials. Some few complained that the bulletin boards in their rooms were poorly placed but finally admitted that they were probably making excuses.

The bulletin boards of a few teachers were cited as being good or interesting, and they were asked to describe their technique. Some of them modestly asserted that their boards just happened, but it came to light that considerable planning and effort had gone into their construction. The art teachers were asked for opinions, and they volunteered to help any teacher who might seek assistance in constructing a bulletin board. Several of the teachers suggested that students should not be overlooked when preparing bulletin boards, because they enjoy sharing in this activity and are usually eager to supply vital and pertinent materials for display. Their ideas are frequently fresh, daring, and unusual.

The size of classroom bulletin boards in the new building seemed to concern most of the teachers, and they proposed the use of new types such as peg board, easel, or flannel board. It was agreed that a committee should study the problem and make recommendations to the board of education and architects.

At the next meeting of the staff, a film strip, "How to Keep Your Bulletin Board Alive,"[2] was viewed. It served to point up techniques in graphic form. To supplement this presentation, several posters and sample bulletin boards on various subjects, which had been prepared by students in classes at the University, were displayed to illustrate what could actually be done.

Between the two meetings, many of the teachers asked for more information and for sources of materials to assist them. Several used the mimeographed pamphlet "How to Keep Your Bulletin Board Alive." The writer decided that enough formal preparation had been given in these two meetings and began to observe and record any evidences of improvement.

The teacher who permits the classroom board to become cluttered with unrelated, obsolete, and unattractive materials may do more harm than by leaving the bulletin board empty. This particular point was discussed fully in our staff meetings and the

[2] Supplied by the Teaching Aids Laboratory, Ohio State University.

writer believes that more good was accomplished in this direction than in any other.

Many teachers have the mistaken notion that an eye-catching display *à propos* of some teaching project is good in itself. It is reasonable to assume that visual devices are effective, but it also follows that they should be removed when they have served their purpose. Relevant and fresh materials on a classroom bulletin board can do much to maintain interest and stimulate thinking.

THE reader should not assume that all the bulletin boards of our school were bad or ill-cared for. Many of our teachers had taken considerable pride in the appearance of these aids in classrooms, study halls, and corridors. Bulletin boards and poster material in our library have always been attractive and stimulating, and examples of good bulletin boards could be found in many classrooms and other special areas. The project to revitalize bulletin boards as an in-service activity was intended primarily, then, to shake members of the staff out of a lethargy that permitted their posted materials to become shoddy and negative in value.

The librarian of our school offered to procure books, pamphlets,[3] or other reference materials the staff might desire. This offer was announced to the staff through the weekly faculty bulletin. Later the librarian reported considerable interest in these materials.

Immediately following the second staff meeting, two teachers volunteered to serve on the committee to study and make recommendations regarding bulletin boards for our new senior–high school building. This committee will make recommendations which the architect will try to incorporate in the new building. We are confident that if no other value is derived from our meetings, the work of this committee will be valuable in assuring advance planning for bulletin boards in classrooms and other appropriate areas.

Several teachers thanked the writer for the information given in the two staff meetings and requested a copy of the mimeographed publication used in the presentation. These were the teachers who were, in most cases, already preparing and producing good bulletin boards. The fact that they sought more

[3] Among several procured was a booklet entitled *Baited Bulletin Boards* by Thomas A. Koskey (30 Clareview Avenue, San Jose 27, California, 1954).

information was encouraging and indicative of their desire to grow through in-service efforts. One teacher admitted neglecting bulletin boards and seemed eager to read the suggested material. Later, he invited the writer into his room to see the results of his efforts. This teacher's interest has not lagged and indications are that a permanent interest has been aroused in the importance of bulletin boards in particular and of teaching aids in general.

Improvement was noted throughout the entire building, and the teachers who seemed not to be affected by the project were a very small minority.

Teachers reported that the students' interest in bulletin boards had increased, and the students made many comments about the changed bulletin boards to the writer and to their teachers. Two student groups actually offered their services to assist in any way possible. One group, that calls itself "The Publicity Club" and exists primarily to make posters and broadsides publicizing athletic contests, dramatics productions, and the like, offered its services in connection with hall bulletin boards. The "Art Club" offered to supply art work for any teacher desiring help, and students in various classes showed considerable interest in improving and contributing to classroom projects that would make their bulletin boards more attractive.

Perhaps the most valuable consequence of our in-service project was the interest and enthusiasm of the teacher and students of the Art department. The fact that the Art teacher was eager to arrange examples and assist in any way possible did much to enhance the value of displays. Teachers asked for advice, materials, and assistance. Art students volunteered their services and actually made suggestions that improved displays. The bulletin board in the high-school office was remodeled, title strips for different categories of bulletins were made, and the result was a "new look" that all appreciated. Plans are in progress to organize a permanent system that will assure attractive and meaningful corridor bulletin boards. Responsibility for the care and arrangement of these is being worked out by the Art teachers and students together.

The writer would be the last one to say that our in-service project has been a spectacular success. But no one in the school will deny that an important change has taken place. Many classrooms have taken on a bright and interesting appearance. Such change is infectious and students, as well as teachers, have

caught the "fever." The teachers who always took pride in their bulletin boards are more appreciated because all realize that such visual aids pay big dividends.

Time and time again teachers have expressed their thanks to the writer for the information supplied in the mimeographed bulletin and in the film strip. Most of them have tried sincerely to put into practice some point they remember from the materials presented or from our discussion. In the mind of the writer, the entire experiment will have been a decided success if one teacher has been inspired to use and produce more effective materials on her bulletin boards. However, we are certain that many, perhaps most, of our staff members will demonstrate by the end of the school year that they are sold on the value of the bulletin board as a real and valuable teaching device. [Vol. XXXVI, No. 8]

* * *

The Status of College Teachers of Education in Ohio

[*Continued from page 266*]

devotion to classroom teaching. Perhaps here is one reason why this educational group has not had more impact and influence on the population at large. In the future the demands for competent teachers will hardly allow the extravagance of waiting from ten to twenty years for future teachers of education to serve apprenticeship for faculty appointment. Will the doctorate be absolutely necessary for competence in teacher-education courses and working with teachers? How much "practical" experience can the profession afford in preparing the college teacher of education? What elements should comprise an adequate program of preparation for college teaching in education? These are questions which will need increasing consideration in the next decade. [Vol. XXXVI, No. 8]